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By-Parker, John L.

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A proposed clinical training program for secondary school personnel was based on the principles of job regeneration through curriculum study and research, interprofessional training, and individual career advancement. Early and increasing delegation of instructional tasks and close supervision of both peers and superordinates are provided to trainees by an interdisciplinary, differentiated team of teachers and paraprofessionals working in a "house" (or division of a high school) in an atmosphere of close college-school cooperation. Training is offered in five integrated lines with career development steps for academic and vocational education teachers (starting with teacher associate and including teacher, team leader, and curriculum associate), social service workers in guidance and community work, administrators, research evaluators, and ancillary service employees in the areas of instructional media and materials, and secretarial, food, and custodial services. (SP)

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PERSONNEL TRAINING AT ADAMS HIGH SCHOOL

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John L. Parker - Coordinator of EPDA Projects
Adams High School
Portland, Oregon 97211

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PERSONNEL TRAINING AT ADAMS HIGH SCHOOL

I. Rationale for Training:

Adams High School will arrange clinical training programs for a variety of educative roles. Clinical training, in this context, is not just any school-based training. Neither is it simply craft training in which the master transfers information to the apprentice. Clinical training, rather, is typified by an atmosphere of inquiry in which attempts are made to explain fundamental teaching and learning processes in the conceptual-empirical mode of modern science.

Inclusion of formal personnel training within the school rests squarely on one principle--that the most effective preparation for any occupation occurs when the trainees perform specified tasks, under expert supervision, in the actual work setting. It has been too often the case in schools that trainees have not been apprised of the exact nature of the tasks to be performed; they have labored under inadequate and sporadic supervision; they have undertaken too great a proportion of their training within the university or college, and too small a proportion in schools, with students.

A number of ccrollaries follow from this principle. The first is early delegation to the trainee of responsibility for instructional tasks; the second is a pattern of increased responsibility for tasks, ranging initially from the concrete and immediate, to eventually the more abstract and far-reaching; the third is the necessity of close supervision of tasks by peers and superordinates.

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Early delegation of tasks maximizes the initial enthusiasm which most trainees bring to job entry, minimizes the anxieties which are produced by protracted observation periods, and facilitates trainee identification with the goals of the institution and of the profession. A pattern of increased responsibilities for tasks allows the trainee to gradually gain confidence in himself, while systematically inquiring into the nature of the tasks which the job requires. Close supervision by both peers and superordinates implies that trainees should rigorously analyze their own performance, and the performance of others. These corollaries serve to illustrate key aspects of the inquiry atmosphere.

Teaching has too often been an invisible profession. In contrast, able practitioners in the field of surgery may readily be observed by peers and trainees in the operating amphitheatre. In the field of law able practitioners can be viewed in the court room. In education, however, an enterprise of extraordinary insularity, the opportunity to observe able practitioners is extremely rare. A consequence has been the production of an astonishingly small teaching technology.

Examination of the art and science of experts, particularly under conditions in which trainees and experts can freely communicate, is notably powerful. Most important of all, visibility of able practitioners helps create an atmosphere in which the trainee can begin to analyze his own performance, and to evolve his own personal style.

Implicit within this model of training are three additional inter-related principles--the principle of job re-generation, the principle of inter-professional training, and the principle of individual career advancement.

The principle of job-regeneration relates to one expectation of replicability which we hold--that a major transfer potential of the project will lie in the training of persons in addition to the production of

curricula and research. We feel that all roles within the organization might have understudy counterparts, whether it be principal or food service worker. Closely allied to job-regeneration is the idea of inter-professional training. This notion suggests that there are distinct benefits which may accrue from encouraging beginning teachers, beginning counselors, beginning social workers, beginning researchers and beginning administators to work together and to communicate about common tasks. The hypothesis suggests that regardless of age and prior experience, there is characteristic job entry anxiety as well as enthusiasm, which then carefully combined, could release a particularly powerful form of energy. This energy, focussed within the clinical setting might be extremely effective in both role acquisition and problem solving. Additionally, the opportunity for beginning teachers, for instance, to communicate with other role aspirants and role occupants, gives teachers a systematic introduction to the work of other professionals. These experiences should help the beginner determine if he is fitted for the education professions and specifically which ones he might profitably pursue. Moreover, these interchanges should enable the beginner to gain insight into the peculiar problems and virtues of other educative roles, and lessen the probability that teacher/counselor and teacher/administrator conflicts might occur.

A variation of the principle of inter-professional training might involve training a group of counterparts in an integrated fashion such that they might, upon the completion of the sequence, move as a body to a new site. (The school of education at the University of Chicago has experimented with this approach.)

The principle of individual career advancement is very similar to the "career ladder" theory stated by Pearl and Riessman in <u>New Careers for the Poor</u>. These authors emphasize the possibilities of training indigenous

people, on the job, from para-professional into professional status. We would extend the idea in the sense that an individual might join the organization at any level and be helped to fashion the most appropriate plan of career advancement. The models for this training would draw heavily upon the Urban Teacher Training Program at Fordham, and also the Professional Growth Incentive Program, already operational within the Portland Public Schools.

II. The Organization and Curricula:

Adams High School will be divided into four houses, each containing 250 students, and led by a curriculum associate or house master. Each house will contain a guidance counselor, and two houses will share a guidance intern. The teachers in each house will be organized into two interdisciplinary teams. These teams will have an English teacher, a social science teacher and either a math or science teacher, one intern, one student teacher, and one aide. One teacher on each team will be designated leader. These two teams will design, implement, and evaluate an interdisciplinary instructional program for their house. Additionally, consultant groups in the fields of art, music, foreign languages, home economics, business education, and industrial education will work closely with all eight teams in the development of interdisciplinary curricula.

Every student at Adams will spend approximately half of his school day in the house. During the other half of the day the curriculum will be completely elective. Students may choose, for example, from four-year sequences in foreign languages, sciences, mathematics, and vocational education, as well as a variety of shorter term offerings. All faculty members (including trainees) will be encouraged to offer their own electives, and there will also be provision for student initiated courses. In addition to those courses taking place inside the school, an attempt will be made to find many different kinds of learning situations in the

community in which students might be able to participate. These might range from work on a political campaign to tutoring elementary school children to a paid apprenticeship experience. All of these activities will take place under the sponsorship of the school and will carry school credit.

III. The Potential Training Lines:

At present we envision five main training lines, with a number of subdivisions. (See Charts I, II, and III) These lines involve instruction, social services, administrative services, research and ancillary services. These lines are not rigidly differentiated. In an enterprise dedicated to interdisciplinary curriculum it would be ironic to compartmentalize training. Quite the contrary, it is our goal to dovetail the training of these lines in order to enable each trainee to comprehend all aspects of the educational organization. The separation into lines primarily serves to indicate the direction of particular "career ladders", looked at from a training point of view, or the hierarchy of responsibility within a line, looked at from the supervisory point of view. Indeed, one of the advantages of this arrangement is to acquaint beginners with many career lines, and to facilitate their individual career choice.

A. Instruction:

Within the instruction line two prime subdivisions exist - house training and vocational education training. It is our assumption that house training, within the instructional line, will represent the heaviest training investment of the school. This conclusion rests not only upon the large numbers of trainees which could profitably be handled by the house teams, but also, our belief in the differentiated team as an extremely powerful training arrangement.

The "career ladder" within the house proceeds from aide, to teacher assistant, (similar to the traditional student teacher), the

teacher associate, (similar to the traditional intern teacher), the teacher, the team leader, and the curriculum associate (or house master).

Theoretically we envision three types of aide, within the houses, based not so much upon their function as upon their origin. The first category would comprise persons with minimal educational achievement. Their pattern of training and advancement might resemble the paradigm described by Pearl and Riessman, cited previously. The second category of aide would be bachelor's degree holders who have, however, no teacher preparation. They would become certified teachers through concurrent on-the-job training and coursework. As with the first category, they would be able to move through para-professional roles of aide and teacher assistant, into the professional roles of teacher associate and teacher just as rapidly as their abilities and situations would allow.

The third aide category would consist of undergraduate education majors undertaking a professional quarter within the junior year. These individuals would undertake on-the-job training in addition to professional education. These courses would be offered by qualified instructors on the Adams staff or visiting instructors. Implicit is the assumption that the instruction of trainees should take place within Adams, closely integrated with the instruction of students. Supervision of the work of aides within the teams would primarily rest with the team leaders.

(In the first year of operation, the aide positions will be filled by participants in a program funded under section B-2 of the Education Professions Development Act of 1968, and administered in conjunction with Oregon State University. This program, which also

involves trainees at three other Portland high schools, has selected individuals with a bachelor's degree, or who are within 30 credit hours, who appear to be particularly well qualified to teach disadvantaged children. A clear majority of the group selected are Black. These individuals will undertake a training program which will bring them to Oregon teacher certification levels within one calendar year. This B-2 program, therefore, bears closest affinity to the second category of aide training, with some elements of the first category.)

A teacher assistant category, (similar to the traditional student teacher) would consist primarily of undergraduates carrying out a professional quarter in the senior year, and secondarily of those aides who had worked up through the ranks. Most desirably these trainees would have been aides at Adams in their junior year. In 1969-70 the teacher assistant program will be run in conjunction with Portland State University. As was the case with the aide, responsibility for supervision would rest primarily with the team leaders.

The teacher associate or intern would be a graduate student, pursuing a master's degree, carrying out nearly a full teaching load, and receiving nearly a beginning teacher's salary. This person would occupy the lowest rung on the professional (as distinguished from the para-professional) ladder. In 1969-70 interns from Harvard University, Lewis and Clark College, and Reed College will be trained. Responsibility for supervision would rest jointly with the team leader and the curriculum associate.

"Teacher" covers the traditional category in terms of training prerequisites and salary schedules. Expectations at Adams concerning the capabilities of teachers, however, differ markedly from the traditional. They must feel at ease in a differentiated team situation,

dealing with interdisciplinary curriculum, in a somewhat unstructured environment.

Leaders of the interdisciplinary teams will organize the work of the two certificated professionals and the three levels of trainees. Their principal duties are to provide a model of first-rate classroom instruction, to lead in the development of interdisciplinary curriculum materials, and to take responsibility for the supervision of trainees, in conjunction with the curriculum associate.

The curriculum associate will coordinate the instruction and training within one house, or two complete interdisciplinary teams. He is defined by the school district as a teacher.

The curriculum associate position is perhaps the most notable example of our attempt to develop a differentiated staffing pattern in which teachers might achieve professional and financial advancement without entirely leaving the classroom. His duties will be approximately 40 per cent in curriculum development, 30 per cent in supervision, 20 per cent in instruction, and 10 per cent in administration.

Joint appointment with a university, primarily to coordinate teacher training, is the expectation for each curriculum associate. Relationships with Lewis and Clark and Reed Colleges, as well as Oregon State and Portland State Universities, have been cemented in this fashion.

The principle of individual career advancement would be most ably portrayed in the example of a hypothetical aide joining a house at age 19, becoming a teacher assistant at age 26, a teacher at 28, a team leader at 35, and a curriculum associate at 40. This extremely able and dedicated person would obviously have had to undertake a prodigious university program concurrent with his on-the-job training. Nevertheless, the entire training structure of Adams would be supportive of such a career pattern.

Fordham University has worked out an extremely flexible program of training which corresponds roughly to the "teacher assistant" through "team leader" sequence in the Adams plan.

The vocational and industrial education sector within the instructional line parallels the house sector, with two exceptions: the likelihood of smaller numbers of trainees and the theoretically less advantageous master/apprentice relationship, in contrast to the team/trainee relationship. Within the first year a pilot program integrating the training of category three aides and teacher assistants will be undertaken in conjunction with Oregon State University.

B. Social Services:

As with the instructional line, two distinct but overlapping categories exist in the social services line - guidance and community work.

At Adams guidance is viewed as having a much closer relationship to instruction than is normally the case. Thus the guidance assistants, guidance associates, and guidance counselors would spend approximately one-half of their day as part of the house instructional teams. These three roles are parallel to the teaching assistant, teaching associate, and teacher described above, and the prerequisite experiences would also be similar. Clerical aides would help considerably in record keeping.

Social work assistants, (undergraduates), social work associates, (graduate students), and social workers under the overall supervision of the coordinator of social services, might also be envisaged. Social workers and social work trainees, assisted by aides, would work primarily as group workers, and secondarily as case workers. These social workers and trainees would retain a direct connection, however, to the

house teams, and would even carry out minor instructional tasks, such as being individual advisors of students. It should be obvious that the lines between instruction, guidance and social work are deliberately vague,

In 1969-70 only minimal plans exist for training in the social work line. Nevertheless, a proposal has been submitted, in conjunction with the Portland State University School of Social Work, to the National Institute of Mental Health.

The Coordinator of Social Services will supervise a number of additional instructional areas in addition to guidance and community work. These programs involve instruction of children with severe learning problems, deaf children, and a child care center. Proposals for funding the care center have been made, and a Portland child psychiatrist has shown interest in a research affiliation within it. Many possibilities for training exist in these areas, but in each case the programs are not developed sufficiently to warrant setting up training arrangements.

C. Administrative Services:

The policy making body of Adams will be a thirteen member cabinet including four curriculum associates (house masters), six coordinators (E.P.D.A. training programs, the ES'70 curriculum project, teacher education, research/evaluation, social services, and vocational education), an administrative intern, the vice principal, and the principal. Administration of policies will be carried out in a much more decentralized fashion than is conventional. The number of purely administrative positions within the organization is thus reduced to two, with consequent diminution of the opportunities for counterpart trainee positions. Nonetheless provision for master's degree administrative candidates and doctoral candidates is made.

D. Research Evaluation:

The Coordinator of Research and Evaluation will be a half-time school district employee, quartered at Adams, and a half-time employee of Teaching Research, at Monmouth, Oregon.

A number of trainee relationships might well be worked out, ranging from aide to full-fledged researchers temporarily in residence. Within the first year of operation there will be ten individuals at the research associate level, spending part of their time at Adams and part within other schools in the district. This project is also funded under E.P.D.A. The research/evaluation coordinator will supervise their entire training.

E. Ancillary Services:

At present we foresee four potential trainee lines within the ancillary or support areas of the organization. These are the instructional materials and media services, the secretarial services, the food services, and the custodial services. In each of these areas the opportunities for paraprofessional training undoubtedly exceed those for professional training. Within the first year of operation, however, it will not be possible to implement many of these possibilities.

The instructional materials and media services has the greatest training potential of the four, and would contain aides, assistant librarians, clerks, audio-visual technicians, librarians, and the director of the service. "New Careers" would be an appropriate slogan for two reasons: not only might individuals begin as aides and work up to professional status, but also this entire field is just now beginning to emerge into a coherent service within schools.

Secretarial services would supply a number of positions for aides. In this instance, if the secretarial staff were organized according

to a training model, many persons could receive benefit. While throughout we have been emphasizing the possibilities of a "career ladder", there is an alternative model which might be equally as useful, particularly for persons with limited educative training as clerical or other types of aides. If aide trainees were able to gain skills and spin out directly into better paying jobs, the program might be considered as successful as if it had nursed an individual through many echelons of the same organization. Secretarial training, therefore, might more resemble the business education program for students. Indeed, should the secretarial services training program become implemented, it would be primarily in the hands of specialists within the business education program.

Training programs within Food Services and Custodial Services would have similar possibilities as the clerical services, and would have joint sponsorship of the home economics specialists and industrial education specialists respectively.

Having delineated the distinct categories, it might be useful to reiterate how closely the training programs would be integrated. Certain aspects of the training of aides would be common to all such persons within the organization. For certain activities teacher assistants, guidance assistants and social work assistants would be grouped. For other pursuits, all assistants, associates and all teachers, counselors and social workers would be assembled for training.

Two other levels of training, both implied earlier, should be spelled out - the training of students and that of adults within the school district. In describing training of secretarial aides we pointed out how closely these activities would be linked to the work of our students in business education. All sorts of profitable interchange

are theoretically possible, including students helping to train para-professionals or even professionals. There is no reason why it would not be equally as profitable for some interested students to take part in courses primarily designed for staff training. If a spirit of "inquiry" is to obtain, there should be few arbitrary distinctions between students, para-professionals and professionals.

On the presumption that Adams will work under an extended school day, and that a considerable amount of instruction would occur in the evening, it is conceivable that some training for para-professionals would be shared by adults from the school district.

IV. Priorities of Training:

The intent of this paper is to set out our rationale for training and to suggest a number of inter-related training programs which might profitably be undertaken. We do not foresee the probability of implementing all of these programs. In each case we have outlined the training potential of a given line and then suggested the extent to which we would be able to implement such training within the first year.

In considering the feasibility of various training programs, we should reiterate that the prime function of Adams will be to mount as fine an instructional program for students as our finances and imaginations allow. Nonetheless it is our belief that a training and research environment is a particularly healthy one for students.

V. Relationships to Training Institutions:

In nearly all training arrangements depicted within this paper, close relationships with outside institutions are assumed. If we are to design a program in which it is possible for a number of trainees to proceed through sequential steps, it is obvious that specific and detailed agreements with training institutions should be negotiated. It also seems

practical to contract with a few such institutions to a heavy extent rather than to enter into many agreements implying only token affiliation.

The most specific way in which we would wish to maintain connection to outside training institutions would be through the joint appointment. Within the planning year, 1968-69, two such appointments were made. Within the first year of school operation upwards of ten joint appointments will be made. In some cases these joint appointments will be concluded on the basis of supervision of teacher assistants and teacher associates. In other cases the appointment will be based upon teaching responsibilities for professional education courses.

VI. Conclusion:

Adams High School is organized to integrate instruction of students, training of personnel, and pursuit of educational research. The assumption is that these three activities are not only compatible, but mutually supportive.

A number of carefully integrated training lines, emphasizing teacher training, are outlined. The values of inter-professional dialogue are accentuated.

The planners of the school have strong commitments to these training notions, while simultaneously designing a rigorous system of evaluation of the programs. The degree of support for training carried out according to these principles, evidenced by the number of government grants and university contracts, has been gratifying.

CHART I - TRAINING LINES AND RELATIONSHIPS

A. Instructional Line

House System	Vocational Education
1. Aide a. Minimally educated b. B.A. and B.S. holders c. Professional quarter, junior year	1. Aide - same 3 options
2. Teacher assistant (-student teacher)	2. Teacher assistant
3. Teacher associate (-intern)	3. Teacher associate
4. Teacher	4. Teacher
5. Team leader	5. Trainee, assistant to coordinator (-master's cand.)
6. Curriculum associate (house master)	6. Coordinator of vocational education

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B. Social Services

1. Aide	1. Aide - community worker - indigenous or bachelor's holder
2. Guidance assistant (-undergrad, psy major)	2. Social worker assistant (-undergrad, s.w. major)
3. Guidance associate (-grad, intern)	3. Social worker associate (-grad, intern)
4. Guidance counselor	4. Social worker
5. Trainee assistant to coordinator (-doctoral candidate)	
6. Coordinator of social services	

CHART II

C. Administrative Services	D. Research Services
1.	1. Aide
2.	2. Research assistant (-undergrad)
3.	3. Research associate (master's cand.)
4.	4.
5. Administrative intern (-master's candidate)	5. Affiliated researchers
6. Vice-principal	6. Coordinator of research/ evaluation
6.5 Administrative aide (doctoral candidate)	
7. Principal	

CHART III

E. Ancillary Services

Instructional Materials and Media Services

1. Aide
2. Clerk, assistant librarian assistant a/v technician
3. Librarian, a/v technician
4. Head librarian
5. IMMS Director

Clerical Services

1. Aide
2. Secretarial assistant
3. Secretarial associate
4. Head secretary/Business Education specialist

Food Services

1. Aide
2.
3. Cook
4. Head cook/Home Economics specialist

Custodial Services

1. Aide
2.
3. Custodian
4. Head custodian/Industrial Arts specialist